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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource-persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the kindergarten level, the units are: clothing (two units), community helpers, the family, food and nutrition, health, insects, music. the school, and self-awareness. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: COMMUNITY HELPERS

"THE HAT TREE"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Community Helpers
"The Hat Tree"

This unit seeks to introduce the kindergarten child to his community and to acquaint him with the world of work.

The child will be given information concerning various occupations and will be involved in role playing situations that hopefully will start developing individual interests and abilities.

This unit will be geared to what interests the children most like. Occupations not mentioned might be included if children express a desire and show an interest in them.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
The first day of the unit, have displayed in the room a "Hat Tree" with various hats worn by community helpers. Children will be allowed to select hats to role play.	Read: "The Hat Book" by Leonard Shortall. "About Our Friendly Helpers" by Elaine Hoffman and Jane Hefflefinger. Display on unit table-books, puzzles, Kinder-City(miniature city), community helper puppets, study prints(Workers in Our Neighborhood). Flannel board(Instructo) of community helpers.

BROAD OBJECTIVE: (1) To help the kindergarten child learn to work and play cooperatively with others and to develop an awareness and appreciation for the various occupations in his community.

(2) To broaden his interests and introduce new experiences that will increase his knowledge of community helpers and help him develop new interests and abilities to become a responsible and effective member of the community.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who can name the daddies who might wear these hats? Does your daddy have any of these hats at home?	Children can help identify hats on tree. Let "helper" select one hat to lead into specific discussion of community helper.	
2. Who is this helper?	Policeman: Show study print and dress child in police suit. Discuss safety rules at home and school. Traffic signs are on display in classroom. Prepare simple map to be filled in with location of sites visited or used. Invite policeman to visit classroom for children to interview and hear rules of safety. Make police hats. Ride in police patrol car. Visit police station Role-play a day in the life of a policeman and his family.	Filmstrip: "The Policeman" (McGraw-Hill) Books: Your Police-George J. Zafflo. Policeman Small-Lois Lenski The Book of Policemen-Irene Miner. Traffic signs Books: Our Friend the Policeman-David Cunniff. Let's Find Out About Policemen-Martha and Charles Shopp. Construction paper(hats & badges) Field trip-police station Wear colored badges to match an adult on trip.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	For role play, provide boxes for children to make police cars(individual cars can be made with bottom of box opened and handles cut out on sides. P.E. "Red Light, Green Light" "Little Lost Child"	Study Prints-Police Dept.Helpers "Workers in Our Neighborhood" (McGraw-Hill) Study Prints-Ginn Language Arts Kit.
3. Do any of your fathers work at the Police Department? Do any of your big brothers and sisters serve on Student Patrol? How many of these helpers have you seen on TV?	Encourage fathers, mothers, siblings to visit classroom and share their job duties with the class. Make tagboard patrol belts for each child to wear during school patrol interview.	Study prints of Policeman-(David C. Cook) Resource persons-fathers, mothers, siblings. Tagboard.
4. This hat is red. Who is the helper who wears it? How does he keep our school and home safe? Where does he work? What does he wear? What kind of car or truck does he use? Why does he wear a red hat? Why do policemen and firemen have to work at night?	Riddle: Who am I? Clang!clang! Stay out of my way... I'm rushing to put out a fire today. Encourage children to tell what they know(and bring toys, books about it). Invite Fire Chief to visit with fire truck. Children later will ride on truck and visit the fire station. Wear fire hats made from red construction.	Books: Fire Snorkel No.7(Jene Barr) The Big Book of Real Fire Engines(Elizabeth Cameron) Filmstrips: SVE-Rand-McNally "Johnny The Fireman" Resource person-Fire Chief Records: "Fire Truck" "Fire, Fire, Fire" "Smokey The Bear" "Let's Be Firemen"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Why do we have fire drills?	Demonstrate and role play fire drill.	Fingerplay: Fire Little Firemen (Scott Thompson) Material: Red construction paper.
5. How can we practice safety at home and school?	Distribute police and fire booklets made for primary children.	Fire Dept. Helpers(SVE)
What can we do to make our homes safer?	Make a tour of school to locate fire extinguishers.and school fire alarm.	Books: The Little Fire Engine (Lois Lenski) The Great Big Fire Engine (Tibor Gergely) Let's Find Out About Firemen (Martha & Charles Shapp) Let's Go To A Firehouse (Naomi Buchheimer) The First Book of Firemen (Benjamin Brewster)
In what ways can we protect our homes and school?	Locate fire hydrants. Indicate these on map of community.	
6. Who wears this hat? How does he help us? Do any of your fathers do this work? Would you like to have a grocery in the classroom?	Child selects butcher, grocer or restaurant hat from The Hat Tree. Discuss study prints, types of foods we eat, favorite food, etc. Take a walk to neighborhood grocery. Talk with manager, discuss food and supplies in his store. Decide what is needed to put one in classroom. Provide large box to paint and construct grocery store. Encourage children to bring empty cans, boxes and bottles for role play. Play cash register.	Books: Two For A Walk(Nathan Kravetz) I Had A Penny(Audrey Chalmers) Annie's Spending Spree (Nancy Watson) I Want To Be A Store Keeper Field trip-neighborhood grocery store. Refrigerator box-paint

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Study Prints: 4 Basic Foods "Talkstarters"-At the Store Workers in Our Neighborhood (McGraw-Hill) Materials: Cans, bottles, boxes, play cash register, flannel board(Instructo) puzzles, play dough, play money.
	Children in housekeeping corner can prepare "food" by making play dough play food. Play money can be used. If interest holds, food preparation could be part of unit with place mats, aprons, flower arrangement, actual cooking, etc.	Filmstrips: The Grocer(Jam Handy) Shopping For Groceries (Jam Handy) Life in a Small Town Life in a Large Town (McGraw-Hill) The Town Mouse and The Country Mouse SVE-Rand-McNally
	Invite local grocer or interested parents in to see and participate in project.	Resource person-local grocer or interested parent.
7. Who is the helper who brings the milk?	Invite a milkman to visit with his truck and deliver whipping cream. The class will shake this in the jar to make butter.	Study prints on the milkman. Whipping cream jars

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Game: There are many people who help us everyday. The milkman brings us the milk. He is a friend of mine. The children form a circle and one is the milkman, and places the milk carton behind one child who then chases the milkman around the circle and then becomes the milkman.	Milk carton
8. Who makes food other than mother?	Make play dough to play with. Make baker, chef and waitress hats for pancake party. Let children dramatize.	Study prints listed in bibliography. Tissue or crepe paper and construction paper for hats.
	Filmstrip(view) Let the children make pancakes(pour and turn their own). Use the butter made by the children.	Filmstrip: The Little Red Hen
	Play game: Baker baker deliver the bread. Repeat the game listed under content question related to the milkman. Use bread wrapper instead of milk carton. Also play hot bread instead of hot potato.	Pancake mix, bowl, milk, eggs and other utensils and ingredients for pancakes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Tell the story of pancake with flannel board like the gingerbread man. Use this rhyme: Mix a pancake Stir a pancake Pop it in a pan Fry a pancake Toss a pancake Catch it if you can.	
9. Who might wear this? How does the doctor or nurse help us? Where do they work? Would you like to meet a real doctor or nurse?	Select a child to pick nurse cap or doctor's equipment from "The Hat Tree." For role play, have one interest center equipped with cot, play doctor and nurse kits, first aid equipment. Have box to make an ambulance. Visit hospital or doctor's office. Have ambulance come to school.	Books: How Hospitals Help Us (Alice M. Meeker) Doctors and Nurses, What Do They Do? (Carla Greene) Who's That? (Blair Walliser) The Indoor Noisy Book (Margaret Wise Brown) Busy Bodies (Clare Bowman)
10. Would you like to meet a doctor or nurse? How can we help the doctor and nurse? How do these different people prepare for their jobs?	Invite school nurse to visit classroom and demonstrate such things as simple first aid, etc. This question can lead into study of importance of eating good food, getting proper rest and exercise. Role play what you would do if: a. you were a nurse and you had to help child who cut his arm.	Resource person-school nurse or parent.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	b. you were a doctor and child came to you who has to have tonsils out. c. you are dentist and a grown up has a toothache. d. you are mother or father and you discover your body has high temperature.	
11. How do we get our homes?	Discuss house helpers, fix-it men and carpenters.	
	Set up work bench with tools.	Table and tools
	Sing the song "Here They Come" to the tune of Three Blind Mice.	
	For physical activity have children act out "This is the Way We Paint the House" to the tune of "Here We Go Round the Mulberry Bush." Act out with real brushes and clean up tools.	Brushes, brooms, buckets, cloths.
12. Who delivers the mail?	Make mail satchel. Use a rural post box and have a letter for each child inside. Have mail call. Write a thank you letter to a helper who has visited the class. The class will walk to a corner box and mail it. Riddle: I walk for blocks and blocks to put letters in your mailbox' Who am I?	Mail box Envelopes Thank you notes and stamps

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
13. Who picks up the garbage?	Let children pick up trash on the playground, and clean up the room. Read story	 Dear Garbage Man

CULMINATING ACTIVITY:

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
As a culmination we will compose a letter to our parents telling them about "The Hat Tree." An invitation will be extended to the parents urging them to join us in our project about the study of community helpers. They will be encouraged to add their different hats to our "Hat Tree", visit our classroom and tell us about their jobs. This could extend our unit into other fields as we learn and explore the world of work.	

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Jim Handy. The Grocer.
Jim Handy. The Homes We Live In.
SVE. Community Workers.
Communities Are Different.
Let's Take A Walk In The Community.
What's In A Community?
Tommy The Fireman.
Life In A Small Town.
Life In A Large Town.
The Town Mouse and The Country Mouse.
The Policeman.
Troll Associates. A Trip To A Fire Station
A Trip To A Police Station

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Getting to Know the Police Station, 1970.
Getting to Know the Supermarket, 1972.

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Supermarket Helpers
Dentist, Nurse, Doctor
Fire Department
Police
Workers In Our Neighborhood
Community Helpers. Picture Packet, Standard, 1966.
Community Friends, Beckly Cardy, 1967.

5. Transparency:

People Who Help Our Community. Troll Associates, 1967.

6. Records: Ginn-Language Arts Kit

Fire Truck
Smokey The Bear
Let's Be Firemen

Flannel Board - Instructo - Community Helpers

7. Educational Materials:

Playschool puzzles
Policeman
Milkman
Fireman
Baker
Grocer
Doctor
Mailman
Nurse
Carpenters

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CLOTHING

"THIS IS THE WAY WE ? OUR CLOTHES

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Clothing
"This Is The Way We ? Our Clothes"

The purpose of this unit is to develop, in young children, an interest in and understanding of the clothing they wear.

Through sensory contact, they will learn of the many textures, colors, and weights of fabric and of the kinds of apparal for which each fabric is suited.

Through contact with workers responsible for producing and caring for clothing, the children will develop an understanding of the world of work.

BROAD OBJECTIVE: To develop an awareness in young children of the many kinds of clothing and why we wear and need them. To also develop an awareness of workers who make clothing available to them.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are you wearing today? Where did your clothes come from?	Play "show 'n tell" identifying what each child has on.	Read: Emperor's New Clothes (Hans Christian Anderson)
	Bulletin board - Tune of "Mulberry Bush" "This is the Way we Make our Clothes" Discuss-identify items on board.	Picture of sewing machine, patterns, pieced-together outfit, bobbins, zippers, pinking sheers, etc. Also, knitting, weaving.
2. How are clothes made?	View filmstrip and discuss.	Filmstrip: How Clothing Is Made Radford College
	Take trip	Field trip to Home Ec. Dept. to see a sewing class.
	Creative play with paper dolls.	
	Make girl and boy figures-dress in materials brought in by children.	Pieces of material
3. What kinds of material do you know about? What materials are soft? Shiny? Rough?	Play guessing game with materials; for example: flannel; what kind of clothing would you wear made from this material(pajamas). Also, use denim, velvet, corduroy, etc. Blind fold child and guess what kind of material it is from, how it feels.	Have a speaker come in from nearby clothing, fabric or fiber plant.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Do pot holder weaving and visit a clothing plant and loom operation. Continue "Mullberry Bush" song and creative play. This is the way we cut out our clothes, sew our clothes.	
4. Where does wool come from?	View filmstrip Start a clothing booklet. Allow each child to select a piece of wool for page. Draw a sheep. Also, add wool yarn.	Filmstrip: Materials for Clothing (Radford College)
5. What is knitting? Crocheting?	Have a knitting demonstration. Allow children to try. Have crocheting demonstration. Allow children to crochet chain bracelets.	Knitting needles and yarn. Crocheting needle and thread.
6. What different kinds of clothing do we wear? What is a vest?	Show film. Art: Collages of textures of materials. Add to booklet. Allow each child to sew a button on a piece of material and to attempt cutting with pinking sheers. Add results to booklet.	Filmstrip: Clothes and Why We Wear Them (Radford College) Clothing charts and labels.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. How do we clean our clothes? What workers do this job?	Visit a cleaning center. Observe wet and dry methods. Allow each child to choose a sewing project: hair band, bean-bag, draw-string bag. Make from scraps brought in by class. Put in paper pocket at back of booklet.	Filmstrip: A Trip to the Laundramat (Radford College) Sewing machine - Beans, rice, pine needles, elastic, and yarn.
8. Do you think you know how we get our clothes now?	Filmstrip. Have fashion show. Children will bring in or wear certain items which they will model and tell about. Mullberry Bush song - cut, sew, knit, wash, iron, wear and act out as sing. Have children finish the booklet and take home with doll they clothed.	Filmstrip: Where Clothes Come From (Radford College)

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CLOTHING - "NOTHING TO WEAR BUT CLOTHES"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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BROAD OBJECTIVES:

Self Awareness

The child will become more aware of the relationship of jobs and skills to the clothing he wears. He will become more aware of the tasks needed to produce various clothing items, and relate these to the skills he is learning.

Educational and Career Awareness

The student will become aware of the varied occupations in the clothing industry through educational experiences in the classroom and community.

Economic Awareness

The student will develop economic and social concepts through role play and observation of the manufacture, buying and selling of clothing.

Employability Skills

The student will form concepts, attitudes and skills related to the clothing industry. Hopefully, he will be able to successfully perform tasks and recognize the importance of following directions and doing a job well.

Attitudes and Appreciations

In observing particular skills needed in the manufacture and selling of clothing, the child will become aware of the importance of all jobs and high performance skills. He will see the importance of inter-dependence in accomplishing goals.

Decision Making

To help the child become aware that he has a choice in many situations.

The child will become aware of the relationship between responsible action and decision making.

Through role playing the student will learn to select clothing appropriate to the

CONTINUED

weather and/or activity, to care for his clothing and develop an interest in specific tasks related to this field.

Beginning Competency

The student develops small muscle skills, number skills, vocabulary enrichment, listening skills and manipulating small tools.

Introduction to: Nothing to Wear but Clothes

This unit will try to give kindergarten children more of an understanding of what people and processes are involved in producing an item of clothing from fiber or animal to finished product.

Through field trips, resource people, hands-on experiences, movies, film-strips and stories, the children should gain in their knowledge of skills needed to produce a variety of clothing.

Because kindergarten children learn best by doing, it is important to make available many hands-on experiences such as weaving, sewing, spinning, designing, cutting, etc.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
As an introduction to the unit, children will be selected to open four boxes of assorted clothing pertaining to the seasons. Have available four suitcases for the children to pack for a summer, winter, spring or fall vacation.	Filmstrip: Clothes and Where We Wear Them. How We Get Our Clothing. Pella's New Suit. Where Clothes Come From.
Let's pretend we're going on a trip. It's summer and very hot. What will we need to pack? Continue this discussion and dramatize and charade.	Song: What are you Wearing? Hap Palmer - Basic Skills

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Why do we need different types of clothing?	Art Activity: Children draw and cut out people dressed appropriately for a particular season. Children role play these activities.	Art Book-Arts and Crafts for Elementary Teachers. Childcraft Vol. 10 p. 220 "Making the Clothes You Wear" Transparencies "Learning About Clothing" (SVE)
What type of clothing do we wear for different activities? Why? Sligh riding Church Shopping Swimming Sleeping Birthday Party Camping Travelling Bike Riding Playground Activities Hiking Riding Horses Riding a Motorcycle Deer Hunting Fishing	Children look through catalogs and cut out and classify clothing according to activity or season. Make a collage of torn paper pictures of as many different kinds of clothing as each can find. Songs: Hanging Out the Linen Clothes Here We Go Round the Mulberry Bush The Shoemaker (from Music in Our Town) Children bring dolls and dress according to activity.	Story: "A New Hat and a New Dress" Bulletin board made by the children with the four seasons backgrounds with appropriate dress on the people. Books: The Red Jacket Katie No Pockets The Pockets of Paul Songs: Easter Parade Hat Parade I Have a Little Overcoat The Laundry Man

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Stories: New Clothes for Henry The Story of Your Coat Study Prints: Clothing Stories: The Jumping Hats from a World of Suprises p.130 Titos Hats The Elves and the Shoemaker A Visit to the Shirt Factory from Going Places Seeing People
Where do clothes come from?	Children will have an opportunity to dress in various types of clothing leading up to an art activity of painting large cardboard boxes to be used as clothing, hat and shoe stores.	Filmstrip: Where Clothes Come From Large freezer boxes to be used for classroom shopping center. Play money, cash register, various types of clothing available for role playing. Filmstrip: My Dad Works in a Shoe Store.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Would you like to visit some real stores and get some ideas for your stores? Try to remember the kinds of objects you will need in your stores.	Field trip to town where children will visit a department store, shoe store, hat shop, etc. As a follow-up, we will discuss the various jobs seen in these stores and encourage role-playing of these observations.	
What materials do we use in our clothing?	Discuss concepts of heavy, light, etc. and seasonal clothing. Art Activity. Various types of cloth available to feel, squeeze, smell, pull, etc. Make a fabric collage. Discuss measurement with regard to how we buy and measure fabric, people, etc.	Filmstrips: The Story of Cotton The Story of Leather The Story of Wool Textiles for Everyone Wool Into Clothing Textiles Teaching Kit On science table have magnifying glasses and microscopes for the children to experiment with and observe the various fabrics. Field Trip Visit a fabric shop. Have yard stick, measuring tape, etc. on science table, cotton boll.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
How do fabrics become colored?	Crayon color on fabric then iron with a hot iron to set the wax. Tye-dye old T-shirts on blouses which each child has brought from home. Encourage children to bring in berries, flower petals, leaves, etc. that can be used to experiment with coloring fabrics. Art Activity: Cotton balls dipped in tempera.	Field trip to Dalton's Farm to see sheep shearing. Books: The True Book of Cloth by Nighbert Let's Find Out About Clothes The Story of Your Coat by Clara Hollos
How are fibers woven?	Have the small looms out and introduce weaving with the loops. Keep these out and available for those who wish to work at this project. Show the children how to weave pot holders and weave off the loom.	Have a resource person come from FMC to show movie and samples of man-made fibers. Visit someone who has a loom - a home or Radford College Art Department. Have them demonstrate different type of weaving.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
How are clothes made from fabric?	Have sewing machine in the room. Teach those interested how to use it.	Visit the shirt factory. Observe especially the production-line techniques.
Who makes them?	Introduce term "pattern .	Have resource people come into the room to show and possibly teach children various crafts such as knitting, crocheting and fancy weaving.
Are all clothes made the same way and design?	Have some doll clothes cut out for children to sew up if they choose.	Visit sewing classes at Radford College to see and use the machines and to watch clothes being made by individuals.
	Borrow a child mannekin from a department store. Bring old patterns and pieces of material to be manipulated and experimented with.	
How do we care for our clothes? Who helps us keep our clothes clean besides mother?	Song: "This is the Way We Wash Our Clothes"	Filmstrip: Proper Clothes and Their Care Our Neighborhood Laundry
	Help children learn to care for doll clothes in the classroom. Have them wash, rinse, pretend iron, and fold.	Visit the local cleaning establishment. Point out and observe the different techniques of keeping clothing clean, such as washing, dry-cleaning, spotting. Have someone demonstrate how shirts are ironed at a professional cleaners.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	As a culminating activity, children will wear their own creation for a fashion show. Encourage each one to describe the type of material, where it came from, and where the article was purchased.	

Additional Books for Unit on Clothing:

Arnold, Pauline. Clothes and Cloth.
Buehr, Walter. From Fiber to Fabric.
Cavanna, Betty. The Country Cousin.
Jupo, Frank. Nothing To Wear But Clothes.
Lazarus, Harry. Let's Go To A Clothing Factory.
Lubell, Cecil. Clothes Tell A Story.
McCall, Edith. How We Get Our Clothing.
Neigoff, Anne. A Cap For Jack, A Coat For Jill.
Pitt, Valerie. Let's Find Out About Clothes.
Pitt. Animals Should Definately Not Wear Clothes.
Waller. Clothing-A Book to Begin On.
Wilkinson. Come to Work With Us In A Department Store.

Filmstrips:

Our Neighborhood Laundry
The Tailor
The Shoemaker
Robert Goes Shopping
The Story of Wool
The Story of Cotton
Textiles for Everyone
Going Downtown
Textile Teaching Kit - Fs and Record

Flash Cards and Charts:

Clothing and Accessories

Film Loop:

Wool Into Clothing

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: HEALTH

"AN APPLE A DAY"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: Health
"An Apple A Day"

This health unit is introduced to the child to develop an awareness and an appreciation of the importance of personal hygiene and cleanliness, and help him learn to care for his personal needs. With the help of various resource people in this field and field trips, the child will be able to perform these functions in the classroom and use them in his personal good grooming and health habits. Hopefully, he will develop an understanding and appreciation of occupations in this field and his dependence on them.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is the doctor's job?	Bulletin board on doctor, nurse, "Emergency Room"	Fingerplay - "Let's Be Doctors" Filmstrip: "What the Doctor Sees When He Looks at You"
2. What is the nurse's job?		Invite a nurse to visit the class dressed in uniform and discuss her job and dress.
3. How do they help us?	Discuss first aid. Show equipment. Children will role play jobs of hospital workers.	
	Discuss study prints on doctor and nurse.	Write thank you note to nurse.
	View filmstrip.	Filmstrip: "My Mother Has A Job"
	Art: Make nurse caps and doctor's mirror.	
	Read and discuss story.	Story: "My Friend the Doctor" "Doctors and Nurses"
	Make an ambulance from large box. Have ambulance driver bring ambulance-let children observe equipment. He might demonstrate use of splints, oxygen, slings, etc. also, stretchers.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	View filmstrips.	Filmstrips: "The Neighborhood Doctor" "My Mother Works in a Drug Store"
	Start doctor and nurse booklet so that it looks like a doctor kit on cover. Color worksheets on doctor and nurse.	
4. What are some of the "tools" doctors and nurses use to help us?	In doctor and nurse kits, make a display of cotton swabs, depressers, band aids, splints, etc. Acquaint children with terms: stethoscope, blood pressure, etc.	Visit a hospital or informary to see doctors and nurses in action.
5. Are there doctors who don't help people?		
6. Who do these doctors help?	Child might bring in his puppy and talk about how it needs to be kept healthy.	Visit local veterinarian (Note films-rip in bibliography "My Dad-The Veterinarian")
7. Where do we get the medicines the doctor tells us we need?	Invite a pharmacist to visit the class and discuss drug safety.	Pharmacist
8. Should we take medicines by ourselves?	Children set up pharmacy with empty bottles, etc. Contact Pittsburgh, Pa. Poison Control for Mr. Yuk Buttons, 125 DeSoto St., Pittsburgh, Pa. 15213	Empty bottles

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Art: Hospital collage; band aids, q-tips, candy pills, etc.	Band aids, q-tips, candy pills, construction paper.
9. Why do we need to look nice to be healthy? How helps us.	Barber shop and beauty shop	
	View filmstrip.	Filmstrip: "Neighborhood Beautician"
	Set up with all equipment - wigs, play razors, mirrors, capes, etc. Might visit a barber shop and/or beauty shop.	
	Bulletin board with beauty operator, study prints, etc.	Study prints: "Keeping Clean and Healthy"
	Art: Children can make large barber poles for their barber shop. Art - pink construction circle- "What makes me Pretty"? Draw own face and add ribbon, features.	
	Invite a cosmetologist to visit class and show a beauty kit and put make up on teachers.	Filmstrip: "The Neighborhood Barber"
	For booklet: Girl's worksheet with mirror, comb, etc. Boys draw their faces; hang them in barber shop.	Study print: "Community Helpers"

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESCURCES AND MATERIAL
10. Who helps us have healthy teeth?	Discuss study prints of dentist. Have students color worksheet with toothbrush and toothpaste on it. Present red capsule for tooth test. Instruct children how to use the capsule to check on brushing habits. Visit a dentist's office or have a technician come into the classroom.	Book: A Visit to the Dentist by Bernard Garn. Filmstrips: "Let's Visit the Dentist" "The Mouth I Live In" Possible materials from these people: large models of teeth/etc. toothbrushes for each child. capsules

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Shay, Arthur. What Happens When You Go to the Hospital. Reilly and Lee, 1969.
Tester, Sylvia. My Friend, The Doctor. Cook, 1967.
Thompson, Frances B. About Jerry and Jimmy and the Pharmacist. Melmont, 1964.
Thompson, Frances B. About Miss Sue, The Nurse. Melmont, 1961.
Thompson, Frances B. Doctor John. Melmont, 1959.
Wilkinson, Jean. Come to Work with us in a Hospital. Sextant Systems, 1970.

2. Filmstrips:

Drug Store Workers. (The Wonderful World of Work series, K-3) Denoyer-Geppert, 1967.
Let's Visit the Dentist. (Be Healthy, Go Safely series) SVE, 1965.
My Dad-The Veterinarian. (What Does Your Dad Do? series) Jam Handy, 1970.
My Mother is a Dental Assistant. (Mothers Work, Too series) Churchill Films, 1968.
My Mother Is a Nurse. (My Mother Has a Job series) Eye Gate, 1971.
The Mouth I Live In. Colgate-Palmolive, 1969.
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What a Doctor Sees When He Looks at You. Educational Reading Service, 1968.

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Dentist. Judy no. 477-489.
Doctor. Playskool no. 195-5.
Nurse. Playskool no. 195-8.

4. Study Prints:

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Keeping Clean and Healthy. Instructo, 1967.

Educational Materials:

Mr. Yuk Buttons
Pittsburgh Pa. Poison Control
125 De Soto St.
Pittsburgh, Pa. 15213

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: MUSIC - "WHISTLE WHILE YOU WORK"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: MUSIC - "WHISTLE WHILE YOU WORK"

This unit on music is written for the kindergarten child. It is hoped the child will gain an understanding of the variety of musical instruments and types of music.

Through field trips, resource people, and listening and rhythmic experiences, the child will gain a general understanding of music and the careers related to it. He should also find it a form of entertainment and relaxation.

BROAD OBJECTIVES:

Self Awareness: The student will become aware of the four families of musical instruments and their sounds.

Educational Awareness: The student will attempt to develop skills in listening to music, to distinguish among the different instruments and learn how to identify them by their shapes and sounds. The student is introduced to each family of instruments and learns them by name.

Career Awareness: The student becomes aware that there are many different musical instruments and that each may lead to different careers in the field of music. The student is made aware of the value of music.

Economic Awareness: The student becomes aware of why people play music. He recognizes some of the uses of music. He learns that music has a value in our economy.

Decision Making: The student becomes aware that he has a choice of the many instruments.

Beginning Competency: The student will attempt to play music on basic instruments. He becomes aware of the relationship instruments have with each other.

Employability Skills: The student will attempt to perform individually and with a group. He will become aware of how important it is to follow directions, timing, cues from the director. He will become aware that there can be no music without working together.

Attitudes and Appreciation: The student will become aware of what his contribution is to music and how the sound of his instrument differs from the others in the group.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Ehen you work do you whistle? How do you whistle?	Filmstrip: "Snow White and the 7 Dwarfs". Discuss filmstrip. Show how to whistle.	Bulletin board display of the 7 Dwarfs whistling while working. Music notes, treble and bass clefs, etc.
Can you whistle a merry tune?	Song: "Whistle While You Work".	Cassette and Book: 780G "I Want To Be A Musician".
Did you know that you can whistle into a musical instrument? What kind of sound does a flute product? (low, high, soft)	Show a real flute or a picture of one. Pass flute around (if possible) and let children examine. Discuss the flute.	A resource talent from the High School will show how a flute is used.
Name another instrument that you can whistle into. What kind of sound does a piccolo product? (happy, shrill, laughing)	Show piccolo.	Resource talent can show piccolo and how used.
How many holes in a flute and piccolo?	Math concept.	
Name some other instruments in the woodwind family. Clarinet, bassoon, obae.	Record: The Licorice Stick. Show real or pictures of these instruments. Introduce Tonette. Let children play them.	Young People's Records. The Licorice Stick Story of the Clarinet

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Can you tell me what kind of musical instrument this is? (Hold up a real trumpet, if possible.)	Show real trumpet or pictures of one.	Resource talent from community or high school to show how trumpet is played.
Where do you see a trumpet? (Marching Band)		Go to high school to see a marching band in action. Interview band director.
What kind of sound does it produce? (high, low, sharp)	Record: Sousa "Stars & Stripes" "Washington Post March" Record: "Little Brass Band"	Visit the Radford College Highlander Band. See bagpipes. Interview a music major who plays bagpipes.
How many valves does a trumpet have?	Math concept.	
Who is John Phillip Sousa? (March King)	Make a Kazoo. March with Kazoos, play one of Sousa's marches. Show pictures of Sousa.	
Name some other instruments in the brass family. Saxophone, Tuba, French Horn, Trombore, Coronet.	Discuss these instruments. Let children touch and examine. Record: Tubie Tuba in Orchestraville	Record: Tubie Tuba in Orchestraville.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
What is a conductors job?		
What kind of an instrument sounds like heavenly music, wind blowing through the trees, a bee, a storm?	Show a violin. Record: Flight of the Bumblebee, by Rimsky - Konsakoff.	Visit Radford College Orchestra. Interview the conductor.
How many strings on a violin? (4)	Math concept.	
Name some other members of the string family. Viola, Double Bass or "Bull Fiddle", Cello, Bow(used for producing sound across the strings), Harp.	Show the real instrument or a picture. Song: "Gay Musician" After children have learned song, they can pantomine the instrument. As they sing produce the sound of the particular instrument. Introduce autoharp. Show how it is used. Let children try to play it.	
Can musical instruments sound like a particular animal or bird? (yes)	Teacher accompany the children's singing on the autoharp. Record: "Peter and The Wolf"	Record: "Peter and The Wolf"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
How do you play a guitar? (strumming, picking with a pick) When and where do you see a guitar? (Folk & Country Music Band)	Show a guitar. Show different kinds of guitars. (electric, etc.) Make shoe box guitar. Talk about Folk & Country Music since they use guitars,etc.	Resource talent from community. Corwin Matthews - Guitar Maria Casas - Spanish Guitar.
	Introduce Flat Foot Dance.	Resource talent from community.on Flat Foot. Wilma Kincer
How many strings on a guitar? (6, 8, 12)	Math concept.	
	Introduce the percussion family by taking front part of the piano showing strings and hammers. Let children examine and touch.	Resource talent from Radford College. Interview Dr. Zunbrigg.
What kind of instruments do you find in the percussion family? How do you play a percussion instrument? (by striking)	Put on display snare drums, bass drum, glockinshpel, cylophone, kettle drums or gong. Let children examine and play. Make tambourines. Experiment on water glass xylophone for different pitches of sound.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Use rhythm band with rhythm record. Children should learn to: 1. Be good members in a band. 2. Sit correctly when holding or playing an instrument. 3. Watch cues from the leader of the band. 4. Listen for various theme changes.	
Where do you see an organ? (Church. Home) What is a pipe organ?	Show pictures of various organs and pipe organs.	Visit Preston Hall at Radford College. See pipe organ. Interview Miss Hiembich
How many keyboards does an organ have?	Math concept. Shoe filmstrip: Snow White and Seven Dwarfs.	
	Discuss the different musical instruments used in the story.	Filmstrip: Snow White and the Seven Dwarfs.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	CULMINATING ACTIVITY A music recital using rhythm band instruments and instruments made by the children. Let one child lead the band. Role play the story of Snow White and the Seven Dwarfs.	

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Selected Records:

The Licorice Stick, Story of the Clarinet. Young People's Records.

Stars and Stipes Forever, John Phillip Sousa.

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Musicians - Stories, Thomas Tapper.

Music, Marguirite Hood.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE SCHOOL

"PAT-A-CAKE, PAT-A-CAKE"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: The School
"Pat-A-Cake, Pat-A-Cake"

This unit is an introduction to the kindergarten child to his new environment in the school community. It is presented in a way that will help develop an appreciation and understanding of the various jobs that are in the school. Hopefully, it will help the child develop an awareness of his role in being a helpful, cooperative and responsible student.

BROAD OBJECTIVE: (1) To present appropriate occupational information about the occupations of the school staff and promote an appreciation and understanding of each school helper's role.
(2) To help the child become aware of his importance as a responsible, helpful, cooperative citizen in the school community.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Why do we need helpers in the classroom? Why is it important for us to share our jobs? Is it easier for one person to help? Would you like to be a helper?	As an introduction to this school unit, a helper chart drawn as a gingerbread man will be in classroom with each child's name on separate cards to be chosen for classroom duties each day. Read and discuss book or filmstrip.	Read: "The Gingerbread Man" (Nancy Nolte) or show filmstrip of same SVE Rand-McNally.
2. Would you like to make your own gingerbread man like the one on the helper chart?	Children will help make a real gingerbread man and decorate with raisin eyes, etc. Class will take him to cafeteria to put him in oven. (After baking, teacher will put in freezer for future use.)	"Little Bear Learns to Read the Cookbook." Recipe for gingerbread man: 2/3 cup shortening (cream) 1 1/4 cups sugar 2 tbsp. molasses (add to 1st) 2 eggs 2 tbsp. sour milk (add) 1 tsp. soda 3 cups flour 1 tsp. salt 1 tsp. b. powder 1 tsp. cinnamon (add) 1/2 tsp. ginger 1/2 tsp. nutmeg Pour into gingerbread man pan and bake 375°

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. Who are the helpers that work in our school kitchen? How do they help us? What jobs do you see them doing? 4. Do you think it would be fun to go back to cafeteria to see if the gingerbread man is done in the oven?	Introduce all cafeteria workers. Let children observe them working with equipment. Children will role play these workers in interest centers. Eat snack in cafeteria. Children will find note on cafeteria table from the gingerbread man saying: "Look, look, as hard as you can, you can't find me"... "The Gingerbread Man" Children will walk through school until they find the "clue"- brown construction paper shaped like gingerbread man will be taped on the principal's office door. Visit a guidance counselor and ask her to visit class. Ask her to discuss her job.	Flannel board(Instructo) "School Helpers" Teaching Pictures(David Cook) Cooking utensils put in kindergarten housekeeping center. Mike Hage, Jr. "How School Helps Us" As each school helper is visited add the tool he uses to interest centers. Filmstrips and cassettes: Knowing Our School (Encyclopedia Britannica) 1. Going to School 2. Our Room in School 3. A New Friend at School 4. Helpers at School 5. School Rules 6. Our School in the Community. Filmstrips(Eye Gate) 1. Going to School is Fun 2. School Helpers Book: Cathy's First School

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. Who do you think might work here? Would you like to meet our principal and his helper? (Secretary) What kind of jobs does the principal do? What does his secretary do to help him? How do they help us? How can we help them?	Children will continue their search each day, exploring the school. They will see the various school helpers working in their jobs. Each day, a similar note from the gingerbread man will be found which will lead them to each area of work. Those visited will include: Cafeteria Principal Secretary Custodian School patrol a. safety b. flag Special teachers music guidance speech Classrooms and teachers	Books: Let's Find Out About School(Martha and Charles Shapp) Schoolroom Bunny(Janet Knokle) Andy and the School Bus (Jerrold Beim) Study Prints on School Patrol by Ginn. Jerry at School(Kathyrn and Byron Jackson) How School Helps Us(Mike Hage, Robert Ryan) Will I Have A Friend (Miriam Cohem) Let's Go To School (Naomi Buchheimer) Good Morning, Teacher (Jene Barr) Crow Boy(Taro Yashima) School for Sillies (Jay Williams) All Ready for School (Leone Adelson) Record: Sounds in Our School (Scott-Foresman)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. Where is the gingerbread man?	After meeting all of school helpers except librarian, children will find final note giving clue to look in library. There, they find the gingerbread cake they baked hiding behind the book of same which librarian will read. In this way they will learn of their weekly visit to the library to hear a story. Over a snack of gingerbread shared with librarian, children can learn rules, etc. of library.	
7. Who is the librarian and what does she do? How can we help her and our school?		
8. What will first grade be like next year?	Visit one of the first grade classes.	
9. What would we see in a science class (for example)?	Visit an upper grade-observe what they are studying.	

CULMINATING ACTIVITY:

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
Would you like to have another gingerbread party and invite our school friends? Follow-up activities could include: 1. Children decorate ginger snaps with raisins and icing-invite one school helper each day to have snack with them and interview helper. 2. Guessing game--pantomine what each helper does. 3. Draw pictures of each worker, have roller movie. 4. Tape record school sounds. 5. Puppet show of each helper. 6. Children can make greeting cards to send to helpers on birthdays, holidays, etc.	For role play children can have tools of each school helper. Cafeteria - play food - set up in classroom. pots and pans aprons dishes, etc. Principal and Secretary - set up in classroom - Desk Telephone Pencil and paper Custodian - Carpenter tools Broom Mop Set up carpenter's bench in classroom.

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   Instructo. The School. School Helpers.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: SELF

"WHO AM I?"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
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INTRODUCTION TO: Self

Who Am I?

The "Who Am I" unit is the beginning point for the Kindergarten program. The child's knowledge of self and his own world is the central point from which we expand his awareness to others and the world around him.

The program is initiated with this unit on Self, proceeds to the family, school and community.

Kindergarten activities, goals and skills will be developed throughout the unit. The child will then possess an understanding and appreciation of his own environment and the world around him.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
	Filmstrip: Science Research Associates Series Focus on Self-Development Stage 1

BROAD OBJECTIVE: 1. To develop the concept of "Who Am I" and to identify ways in which he is a different and unique individual.
2. To extend the student's awareness of things that are important to him in his own world.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who am I?	Start group discussion by asking, "Who am I?" Teacher introduces herself.	
2. Who are you? 3. How old are you?	Show studyprint to lead into discussion of child introducing himself, stating full name and giving his age. Teacher writes name of child on board and lets child place on table for display. Let child put number of candles into "play cake."	Photoboard 7 (SRA) picture of happy child. "Who Am I" individual cards with space for child's name, birthdate, address, age and space for drawing himself. Play styrofoam cake with candles.
4. How do you look?	Read: Who's That in the Mirror? Show filmstrip: "Cindy and the Elf." (SRA) Discussion of how he looks. Draw himself on "Who Am I" cards. Put on display table.	Full length mirror (observation) Book: Who's That in the Mirror (Polly Berends) "Who Am I" cards Film: SRA-"Cindy and the Elf"
5. Where do you live?	Using hand puppets and model doll house, talk about home and importance of knowing address. Make milk carton houses when they learn address, put on house. Street plan-place houses on plan-develop awareness of where child lives in relation to school/friends.	Milk cartons Construction paper Houses put into community (Use display table.) Filmstrip: "Sometimes I Wonder" (SRA) Story: The Growing Story (Ruth Krauss)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Paper doll: Child makes "me", adds yard hair, features, etc.	Story: In A People House (Theodore Lesieg)
6. What is your telephone number?	Show study prints of Our Friend the Policeman.	(McGraw-Hill) Study Print of Policeman
	Have model telephone to practice dialing. Emergency, etc.	Telephone
	Role-playing in using the telephone.	Awareness Study Prints(SRA)
	Color telephone for "Wo Am I" booklet. Child puts number when he learns.	
7. What can you do by yourself?	Color show cut out of construction. When he learns to tie, lace with yarn and add to "Who Am I" book.	"I Can Do It Myself" table of manipulative materials with zippers, shoes and laces, buttons.
	P.E. game "Little Lost Child"	The Telephone Book (Virginia Hubbel and Ken Sobal)

BROAD OBJECTIVE: 3. To develop positive attitudes and behavior that will enable the child to work and play cooperatively. 4

4. To make the child aware of the rights and feelings of others and extend his awareness of the necessity of being a cooperative group member.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Are we all alike? 2. What do girls like to do? 3. What do boys like to do? 4. What do we like to do together?	Look at "Here I Am" pictures and compare. All blue eyes stand up, etc. Compare size by standing back to back. Children measure and weigh each other. Draw picture of a friend. Hand prints of children (fingerpaint) Compare different sizes. Girls role play. Boys role play. Play game: "Farmer in the Dell" Cut out handprints for Helper Chart. Talk about importance of inter-dependence and sharing.	Scales, mirrors, tape measurers. Story: Fingerpaint "Helping Hands" for Helper Chart. Books: Do You Know What I'll Do? (Charlotte Zolotow) Let's Be Enemies (Janice Udry) Who Will Be My Friends (Syd Hoff) Kind Little Joe (Vera Cerutti) Story: Do You Remember (Mircea Vasiliu)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
5. What makes you happy?	Show "Circle of Feelings" filmstrip.	Paper bags and puppet theatre.
6. What makes you sad?	Make facial expressions, and child describes emotion.	Filmstrip: "Circle of Feelings" (SRA)
7. What scares you? a. is it alright to be scared? b. what do you do when you are scared? c. what makes you feel safe?	Make paper bag puppets of themselves. Use them in guessing game for emotion descriptions. Make up stories about these communications.	
8. What makes you mad?	From a group of pictures clipped from magazines put in group according to "happy", "sad"(catagorizing math). Art: Construction paper Have children draw sad or happy faces. P.E.: Interpretive movement-(happy, sad, excited, etc.)	Story: "Someone I Know" (C. M. Adorjan)
9. Good manners		Filmstrip: Learning About Manners (SVE)

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
As a culminating activity to this unit, "Who Am I?", children will complete and take home booklet which will include pages of drawings and artwork such as: 1. Picture of himself 2. Sample of writing his name 3. Birthday cake with number of candles colored 4. Record of weight and height 5. Color telephone with child's number 6. Shoe with yarn laces 7. What makes me happy 8. What makes me sad 9. What I like to do at school and home 10. Picture of home with address and family members	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: THE FAMILY

"FAMILY AFFAIR"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTORDUCTION TO: The Family
Family Affair

The family unit follows the self unit and now directs the child's thinking from self to his family. He becomes aware of the jobs of each family member and of his role as a cooperative group member.

The child begins to realize there are a variety of jobs within his own home and particularly the occupations of his parents-both in the home and in the community.

Kindergarten objectives or goals, activities, and skills will correlate well throughout this unit.

BROAD OBJECTIVE: (1) To develop the child's awareness of home and his job role as a cooperative family member.

(2) To help the child understand and appreciate his parents' jobs in their occupations and at home.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do you do at home?	Read story, Family Helpers and discuss each family member's job.	Book: About Family Helpers
2. What does mother do at home and at work? Do you help her?	Children draw six of the jobs from the above story.	
3. What does daddy do at home and work?	Listen to the Sesame Street record about the family.	Sesame Street Record: Five People in Our Family
Introduction to Family and Home.	Story or filmstrip Motivation- Bulletin board about the family.	Filmstrip and stories: Family Helpers by Elaine Hoffman and Jane Hefflefinger
	Read stories about the family. Make a large box into house. Children will paint and use for role play and puppet theater.	Happy Little Family by Rebecca Caudill. Debbie and Her Family by Lois Lensky.
1. What is a family?	The family is mother, father, children and relatives who live with them. Have a discussion.	A Day with Your Family Family fingerplays Book: Rhymes For Fingers and Flannelboards by Louise Binder Scott.
	Family mobile: Cut out paper dolls of family members and hang on coat hanger.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
2. How many are in your family?	Have class discussion on child's family. Role play, use family figures to describe child's family.	Record:(Sesame Street) Five People in My Family Filmstrip: Robert and Family Visit the Zoo
3. How many sisters and brothers do you have?	Listen to records. Display pictures of a family. Have children color and cut out pictures of their family. (Ditto sheet) Glue to popsicle sticks.	Record: Hush, Little Baby. Rock-A-Bye Baby. Do You Know What I'll Do? by Charlotte Zolotow
4. Are they bigger or smaller than you?	Read book, Big Brother.	Book: Big Brother by Charlotte Zolotow.
	Listen to records about pets.	Record: Doggie in Window Three Little Puppies
	Draw favorite pet.	
5. Do you have a pet? Is it part of your family?	Read stories about pets.	Stories: Have you Seen My Puppy? by Adelaide Hull. A Dog For Susie by Ruth Nordlie. Katie the Kitten by Kathryn Jackson.
	Show and talk about study prints.	Study prints
	Make pets from clay, paris craft, paper mache.	Materials needed: Clay Paper mache Paris craft Newspaper

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Let children tell about his pet, or a pet they would like to have.	
	Listen to records about pets.	Record: Sing'n Do Songs "My Little Puppy" Maybe I'll Find a Kitty Under the Christmas Tree
	Make puppets from light bulbs (mother, father, pets) Children will give puppet show about jobs.	
	Read and discuss a book about kindness.	Book: Kindness is a Lot of Things
	Read and discuss book.	Book: Go, Dog, Go by P. D. Eastman
6. What do you do together as a family?	Show and discuss study prints-	Study Prints: "A Family at Work and Play
	View filmstrip	Filmstrip: "Robert Goes Shopping"
	Talk about sharing. Read story.	Book: Kindness is a Lot of Things by C. R. Gibson.
	Talk about things they like to do with their family. Ex: Playing games, picnics, camping, shopping, vacation and a drive in the country. Read story and discuss. Show filmstrips.	Story: Big Brother-Charlotte Z. Filmstrips: "Family Fun" "Robert's Family at Home" "Robert's Family & Their Neighbors" "A Day with Your Family"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
7. What do you live in? What different kinds of houses do you know about?	Show pictures of different kinds of homes;(apartments, trailers, etc.) let the child describe the home he lives in. Ask if it is big or small. Role play.	
	Read stories and discuss.	Stories: The Big Girl and the Little House by Ruth Krauss. A Very Special House by Ruth Krauss. Best Little House by Aileen Fisher.
	Make houses out of milk cartons.	Material needed: Milk cartons Paint
	Listen to record.	Record: Sounds I Can Hear
	Filmstrip-view and discuss.	Filmstrip: Home - Scott Foresman
	Read the story about the three little pigs. Let the children dramatize the story.	Story: The Three Little Pigs
	Read and discuss-book	Book: A Very Special House
	Take a field trip.	Field trip: Look at different kinds of houses(a typical house, apartment, trailer, and a house under construction).
	Discuss the field trip.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What is your job at home? Do you take care of your pet?	Filmstrip - view and discuss. Talk about the jobs a child could do, how to feed and take care of his pet, and have him tell things his pet does. Stories-read and discuss.	Filmstrip: Family at Work Stories: A Home for My Kittens by Alberrine Deletaille. A Dog for Susie by Ruth Norlie.
9. What does mother do at home? Do you help mother? How?	Show study prints(Mother). Discuss what mother is doing and her jobs in the home. Stories-read and discuss. Display unit table with tools and materials of various jobs brought in by children. Role play, "Did you ever see a mommy"?(Turn to, "Did you ever see a lassie?" Teams will role play various jobs. Children will guess.	Study prints - Mother Stories: Are You My Mother? by P. D. Eastman. Mommies Are for Loving by Ruth Penn. Ask Mr. Bear by Majorie Flack. Where Are the Mothers? by Dorothy Marin.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have one child in center, have him act out something that mother does. See if children can guess. The first one to guess gets a turn until all have had a turn.	
	Listen to records.	Records: I Love You Mommy. Here We Go Around the Mulberry Bush.
	Have a mother come to school and tell children about her role in home.	Resource person - a mother
	Read and discuss stories.	Stories: Mr. Rabbit and the Lovely Present by Charlotte Zolotow. The Hating Book by Charlotte Zolotow.
10. What things does mother use in her work at home?	Have a display of tools mother works with. See if child knows what each tool is and how it helps mother. Role play. (Mommy bags)	Display - Dishes Pans Broom Silver ware
	Have a child take home a paper bag, let mother put something in it. Have child give a clue, and see who can guess what it is. Let each child have a turn.	Paper bags

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
11. Does mother have a job outside of the home? What does she do?	Discuss where mother works. How she gets to work. Let children make hats for mothers.	Materials: Paper bags Plates Construction paper Crayons
	Read-Jennie's Hat.	Book: Jennie's Hat by Ezra Keats.
	Have several mothers visit class and tell class about their jobs.	Resource persons: Mother visits class Nurse Cook Florist
12. What does daddy do at home? Do you help daddy? How?	Show study prints.	Study prints: A Family at Work and Play
13. What tools does daddy use to work with?	Talk about jobs daddy does at home(washing car, cutting grass, painting, fixing all of the things that break-our toys, etc.)	
	Books-read and discuss.	Books: Daddies by Lonnie Carton. The Sorely Trying by Russell Hoban. No Fighting, No Biting by Else H. Minauh. Thank-You-You're Welcome by Louis Slobodkin.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have a daddy visit the class and tell about his jobs at home. Role play things you like to help daddy do.	Resource person - a daddy.
	Make daddy bag(note mommy bags)	Paper bags
14. Where does daddy work?	Have daddies visit class and tell what they do. Try to get a variety of occupations(laborers, skilled trade, business).	Resource persons-daddies from various occupations to talk about their jobs.
	Listen to record about daddy.	Record: My Daddy
	Read and discuss book.	Book: Daddies, What They Do All Day by Helen Walker.
15. How are families different?	Filmstrip-view and discuss.	Filmstrip: How A Navajo Indian Family Lives.
	Discussion on different family life(Ex.: American, Eskimoes, Indians, etc.)	
	Build homes showing how each is different.	
	Build a block or brick house. Make a tepee and igloo.	Wooden blocks Card board bricks Paris craft Cloth

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
16. How do we all help each other in the family?	Everyone doing his job, working together. Let children role play "A Family".	

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: INSECTS

"MY WORLD IN A JAR"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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INTRODUCTION TO: INSECTS - "MY WORLD IN A JAR"

This unit is written for the kindergarten child and focuses on but not entirely limited to the study of insects.

The unit aim is to acquaint the child with the world around him, to help the child understand the interdependence of all living things, and to become aware of the various occupations in the field of science.

OBJECTIVES:

1. Self Awareness
   The student will become aware of his interest in nature. He will learn about himself in his social and physical development in relation to nature's wondrous growth plan.

2. Educational Awareness
   The student will recognize the variety of careers available in the field of science and the importance of learning, reasoning and experimenting.

3, Career Awareness
   The student will become aware of the many tasks performed by people in the field of Buiogy, emphasizing the importance of learning facts, performing skills and experimenting.

4. Economic Awareness
   The student will become aware of the economic opportunities available through field trips, interviews and observation of people in professional, business and service careers in the field of science.

5. Decision Making
   In learning to care for insects and other living things the student will make decisions by experimentation, observation and evaluations of his performed tasks.

OBJECTIVES (cont.)

6. Beginning Competency

The student will become aware of the importance of being knowledgeable, in using material, developing skills, analytical thinking, experimentation and evaluation.

7. Employability Skills

The student will become aware of his interests and skills and relate these to various careers available in the field of science.

8. Attitudes and Appreciations

The student will experience satisfaction in observing Nature's plan for all living things and relate this to the importance of planning his own life. He will recognize his needs for interdependence through experimentation and observation. He will develop interests, gain satisfaction, and learn to care for others.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
What are we eating?	As an introduction to the unit and an activity to motivate the children, they will be served honey at snack time leading into a discussion of the honeybee and insects in general.	Study Prints: Moths and Butterflies SVE Insects of Home and Neighborhood SVE Insects of Garden and Cropland SVE Common Insects SVE
Are insects important?	Have available to the children a variety of books relating to insects. Put bee transparencies on science shelf for the children to use with the overhead projector.	Display table will be set up with specimens of insect collections, beehive, magnifying glasses, microscopes, beeswax, honeycomb in the honey etc.
How do we care for bees?	Resource person: Bee keeper dressed in protective clothing. Tells and shows the children about his job. Children will later visit the hives.	Cassette: The Busy Bees Eye Gate Transparencies: Life Cycle of the Beehive
Did you know each bee has a special job in the hive?	These jobs will be brought out in the Busy Bee filmstrip. Discuss how our school is organized like a hive.	Book: Bees, Bugs and Beetles Scholastic Books

CONTENTS AND QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Are bees helpful?	Discussion of protection and health relating to insects.	Have health nurse visit to discuss care of insects bites, safety and general first aid. Lead children to ask about various aspects of her job.
What other insects are helpful? (dragonfly, praying mantis, lady bugs, wasps, butterflies, etc.)	Encourage children to bring in insect collections.	
Why do scientists study and collect insects?		Poem: Ladybug, Ladybug
What differences do you see when you look at our insects through the magnifying glass? Are their legs all the same? Are their eyes the same? What kinds of mouths do you see? Etc.....	Help children classify insects as to helpful and harmful. Help them set up experiments in jars with different insects and plants together and observe what the insect does to the plants such as eat the flowers. Observe insects eat other insects. (The praying mantis will eat small grasshoppers, crickets, flies, etc.)	Visit Radford College Biology Dept. to see insect collections, interview professors who study insects and workers who help them about their jobs. Books: Insects that Help Plants Gibson, Melmont Insects and Their Ways Lets Look at Insects - Huntington Pb. Doubleday. Insects Do the Strangest Things Easy to Read Book

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Insects - A Beginning Science Book - Brouillette - Follett Insects - Roberts Pb. Melmont The Tall Grass Zoo - Lubell Pb. Rand Insects - Collection and Preservation Stevens Pb. Scott
Why do insects need different kinds of legs, mouths, eyes, etc.?	Reinforce moth concepts by making insects from play dough, pipe cleaners, and beans. (Six legs, two antennae, so many dots, wings, etc. Make insect mobiles with stuffed mesh bags, with butcher paper for wings, pipe cleaners for antennae, legs, tongues, etc. Teacher make a chart showing different types of legs, mouths, eyes, tongues. Discuss how they are used and why they are different.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Do you know any harmful insects? (Moths, Japanese Beetles, grasshoppers, houseflies, cockroaches, locusts, ants, termites, boll weavils, silverfish, ticks, mosquitoes, lice, fleas, etc.)	Have available butterfly nets to catch samples of insects. Stress must be put pn catching a very limited supply of each insect. Bring in conservation and balance of nature concepts.	Resource person: Pest control serviceman. Focus on harmful insects. Have the insect control man bring in his equipment and spray the room. Look for what insects live in the room and were killed. Visit Entomology Department at VPI.
What do we do to get rid of them? Have you seen any insects earing the flowers in your year?	Have plants in a jar. Put in some insects. Watch to see which ones are helpful and which ones eat flowers, weeds, leaves, etc.	Books: Insects - Indoors and Out. Roberts, Pb. Melmont. Lady Bird Quickly Kepes Pb. Little I Want to Be a Scientist. Greene Childrens Press.
Have you seen trees with big cocoons and lots of caterpillars inside them? Do you think these insects are helping the trees? Are they hurting it? What do you see that tells you this?	Mount insects brought into class. Watch the trees with the tent caterpillars on them and see what happens to the leaves and branches.	Filmstrip How Insects Live and Grow. SVE How Insects Change. SVE Flowers Fruits and Seeds. SVE I Want to be a Forester.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
Did you know ants build towns under the ground?	Set up ant farm on science table. Take a field trip for insect collection using insect cages made by the children.	Film loop Ants at Work. Ant Farm. Transparency Life Cycle of an Ant Colony. Book Questions and Answers About Ants. Scholastic Books.
What kinds of homes do insects live in? Do they all build their own homes? Do some live in insect cities? Do you know any insects who live alone?	Watch changes in the ant colony set up on science table. Bring wasp nest. Cut off part of it so the inner structure can be studied.	Books: Insects and the Homes They Build. Sterling, Pb. Doubleday.
Can you find an insect house to bring for the science table or to tell us about?	On walks in school neighborhood, hunt for signs of insect homes. Let's find some insects.	Insects Do The Strangest Things.
Did you know that there is an insect that makes thread for people?	Have displayed on science table the kid "Japanese Silk - Cocoon Package" from Around the World by Mail.	Book: About Silk Worms and Silk Wormser Song: Mulberry Bush

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have the children hunt for cocoons and experiment with them in the room to see if the thread can be unravelled like the silk worm.	
What differences do you see in the moth and butterfly? (Lead them to see antennae differences, wing positions when resting, etc.)	Have a monarch caterpillar on a milkweed leaf. Watch it eat the leaves, grow, change to a chrysalis and emerge as a butterfly (usually 2 to 3 weeks). Have children responsible for keeping a supply of milkweed leaves for the caterpillars to eat.	Book: Monarch X (Weekly Reader Book Club) Film: "Insect Zoo" Transparencies: Life Cycle of Butterflies Book: Where do Butterflies Go When It Rains?
Do you think we can go for a walk and find a Monarch caterpillar? Can you identify a milkweed?	For art activity, make a sequence of development of caterpillar using a culminating activity.	Film Loop: Monarch Butterfly-Chrysalis to Butterflies SVE

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Costumed Charade. Divide children into groups and have each choose and costume one child to represent a specific insect. Provide newspaper and other art materials. Have one child the speaker for each group to describe the insect. The person who is the insect act out movement of the insect. The audience tries to guess which insect the group has tried to depict. Set up a display of insects the children have collected. Have the first grade come in to see the collection. Have different children act as guides telling about each group of insects in the display.	Chart by Moncure Monarch = Egg to Butterfly. Filmstrip: How to Identify Moths and Butterflies. SVE

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: FOOD AND NUTRITION

"YUMMY IN THE TUMMY"

APPROXIMATE GRADE LEVEL: KINDERGARTEN

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: Food and Nutrition
"Yummy in the Tummy"

This unit is developed to acquaint young children with good eating habits and, hopefully, to encourage eagerness toward trying many kinds of foods.

As the child learns about foods, he will hopefully gain an understanding of some of the occupations related to food processing, selling, and serving.

This unit of study will lead into a unit on health services and good grooming practices.

BROAD OBJECTIVE: To develop an awareness in young children of good eating habits and to acquaint them with workers who help provide these foods.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Why do we need to eat good goods?	Bulletin board surrounded by food cut-outs. Plate and utencils.	Food cut-outs "Better Breakfast Activities" Cereal Institute, Inc. 135 LaSalle St. Chicago, Ill. 60603
2. What are good foods?	Creative play-child manipulates cut-outs on plate to show his breakfast(etc.) that day.	
3. What is a good breakfast?	Study prints discussion. Have children bring in containers from milk products. Make butter.	Study print: "Food and Nutrition" Milkman could come, show truck, etc. Could deliver cream used for butter.
4. Do you feel better after eating a good breakfast?	Play "Breakfast Game" during unit. Award ribbons to all for participation. Creative play - using food containers/housekeeping corner, act out serving breakfast, eating, manners, etc. Read: "Pancakes, Pancakes" Make cereal collages using different shapes and colors of cereal.	Kellogg's Co. Battle Creek, Michigan

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Have "Breakfast Party" Make placemats, cook and serve oatmeal(or pancakes and use your butter) and serve with juice and milk.	
	Make aprons/chef hats, waitress caps.	Construction & crepe paper.
	Make collage of breakfast foods, cut from magazines.	Magazines
5. What other foods do you eat?	Study print discussion of "Lunch" and "Dinner".	Study print: "Food and Nutrition"
6. Are lunch and dinner important, too?	View filmstrip and follow with discussion.	Filmstrip: The Fruit and Vegetable Store
	Visit school cafeteria and/ or restaurant to see foods prepared for lunch or dinner.	School cafeteria
7. What are fruits and vegetables? Where do they come from? Which ones do you know?	Make play-dough fruits and vegetables for housekeeping center. Have a taste party. Make a fruit compote. Serve during snack.	Read: "Green Eggs and Ham" to encourage children to try something new.
8. How many different kinds of breads have you tasted?	Have bread-tasting party.	
	View filmstrip and discuss. Have a lunch party. Each child could bring in a vegetable.	Filmstrip: "Let's Have a Party"

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS
	Wash, chop, mix salad. Make grilled cheese sand. and dry soup mix. All have jobs to do. Guessing game: I am a fruit; I'm red. I grow on a tree. People pick me and rub me until I'm very shiny. What am I? (apple) I'm a vegetable. I'm green. Lots of me grow in one pod. I'm round. (peas)	
9. How does mother get these good foods?	View filmstrip and discuss. Set up supermarket with food containers brought in by children. Role-playing - grocer, meat cutter, customer, etc.	Filmstrip: "The Grocer" Visit a grocer store or invite a grocer to the room.
10. Where does the grocer get foods?	Plant seeds and watch them grow. Radishes grow quickly.	Visit dairy or fruit farm. Perhaps an egg farm.
11. Do you think you know which foods are good foods now?	Make a food mobile from food groups: milk group, fruits/ veg., meat/fish/eggs, cereals/ breads.	

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